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Editor's Report of Cleveland Meeting

Journal of EDUCATION

BOSTON, MASS.
Vol. CIX, No. 11

March 18, 1929

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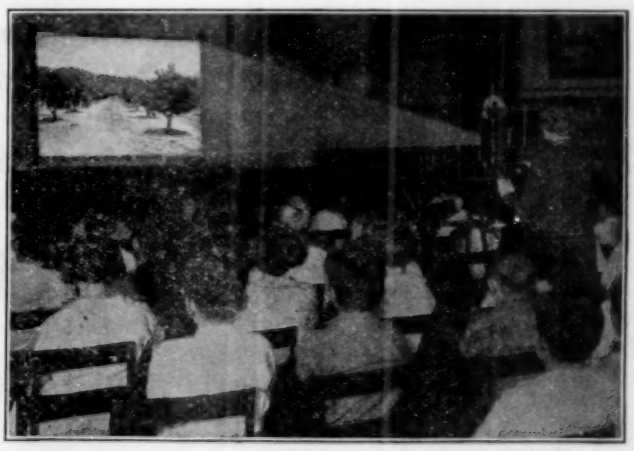

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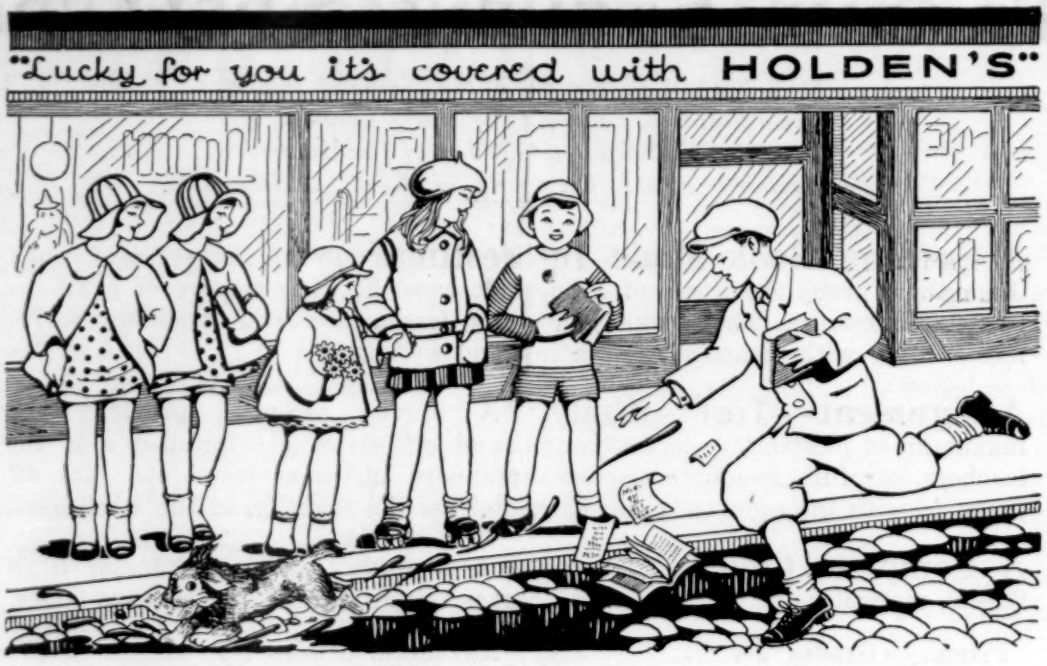

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Why Not Use Good Textbooks?

A CHILD learns his school subject from a textbook.

The teacher helps him to use the textbook, and finds how well he has used it.

The child has the textbook all day and a minute a day of the teacher's time on a subject—thirty children have a thirty-minutes' recitation.

Good elementary school textbooks cost only a cent to every dollar spent for public schools.

Good elementary textbooks cost only a penny a day per child.

Cheap textbooks add to the teacher's burden, and reduce the child's efficiency.

Robert J. Leonard, one of the notable leaders in Teachers College, Columbia University, met with a tragic death in New York City on February 9, following a serious illness. Dr. Leonard was born in San Jose, California, February 5, 1885, and much of his professional activity had been in that state, where he was esteemed as one of their distinguished native sons.

S O S Simplicity

THE object of an S O S call is to get immediate aid. The letters were selected by the International Radio Telegraph conference in London in 1912, because the combination of dots and dashes is so simple that even the most inexperienced radio operator will have little difficulty in detecting it.

In an emergency a call must not wait for professionalism, but must appeal to common sense; must be so simple that there can be no mistaking the dots and dashes.

This is as true in the school as on the high seas. It is a professional blunder, if not a crime, to have theories, methods, and devices that require specialists in professionalism to hear the call of an exceptional child, high or low, for common-sense attention.

Belding's Page

PREJUDICE

PREJUDICE is the child of ignorance. Education should be the foe of both. Few things are more difficult to combat than prejudice, once it has become fixed. Even with young children there are prejudices which have been acquired from parents or from other children.

The school's attack against prejudice must, in general, be a flank attack. The teacher who openly opposes the preconceived notions of one section of the community is in line for trouble. Counter charges of prejudice will be made against the teacher, in some cases warrantably.

The most hopeful way to combat prejudice is by cultivating a loyalty to the truth. The teacher who exemplifies this in his own attitude, constantly, creates an answering echo in the hearts of pupils. Specific prejudices die hard. The spirit of reverence for truth and the desire to seek it can be kindled successfully. This objective merits more attention than is given by the average teacher.

AN ARGENTINE VIEWPOINT

CAN education be too democratic? Does culture suffer in the American schools?

Dr. Ernesto Nelson, chairman of the board of education of Argentina and chairman of the delegation of Argentine educators who have been visiting this country, was asked to give his views of public education as he finds it here. He responded by saying, among other things, that education is too democratic; that we lower the standards of culture to adapt our program to those of poor mentality; that too much thought is given to the economic results to be gained from education, and not enough to the cultural benefits.

This viewpoint of a foreign observer is worthy of attention, even though we may disagree with it. It is well to examine our aims and the reasons which lie behind them. We have, for example, in the United States a firmly implanted belief that the success of our experiment in self-government depends upon the education of the common man. In stressing the importance of education for all, we may be guilty of neglecting the ones of supermentality—those who are endowed by nature to be leaders.

In Argentina, Dr. Nelson says, the university degree leads to many government positions, high praise is placed on culture, and education goes hand in hand with social prestige.

It isn't quite the case here, we must admit. Social prestige is more apt to go with money than with brains. The education that makes for social standing is the kind that enables a person to become rich.

Dr. Nelson claims for his nation high rating in the number and extent of private libraries, while Buenos Ayres rejoices in more public lectures by world scientists than any other city, not excepting New York or Boston.

Dr. Nelson will scarcely be able to discourage the efforts of the United States to put education within reach of all. Perhaps in pursuing this goal we have lowered cultural standards somewhat. Few Americans regard culture as an end in itself. Yet we have arrived in an age of increasing leisure, and our citizens need to know how they may obtain intellectual enjoyment, as, in so many instances, they do not.

A keen mental curiosity, apart from dollars, is something we may well endeavor to awaken—as many of our teachers and educational leaders have always striven to do.

"NOT A BRIGHT BOY"

MRS. MOLLIE BROWN CURRAN of West Branch, Iowa, was one of President Hoover's first teachers. She says of this pupil: "I never thought Herbert was bright, but he was a good boy always, studious and obedient."

He wasn't a bright boy—this man who has risen through one public service after another to be President of the United States. Perhaps he was brighter than he appeared, even to a teacher who admits she loved him.

Brightness is too often defined—in teachers' thoughts—as the ability to rise to the particular bait offered in the classroom. There are different kinds of brightness.

Boys who are rated as dull will take courage from the remarks of Hoover's boyhood teacher. They will note, perchance, that he put what brains he had no work industriously. He studied hard, and was obedient. What is the old adage about only those who have learned to obey being fitted to rule?

We shall try to think that the youthful Herbert was not too solemnly quiescent. His teacher may have a poor memory for his variations from the perfect pattern of conduct. His own recollection may contain incidents which she has quite forgotten, or never knew.

For teachers in general there is a lesson in the career of this lad who gave no impression of brilliance. It falls to the lot of but few teachers to have part in the rearing of a president. But one can never be sure. Recitations and tests fail to tell the whole story about any child. Isn't one's desire to look for the hidden abilities of even the most backward pupil heightened by the thought of young Herbert, who didn't seem to shine in school?

Anson W. Belding

Associate Editor.

The Cleveland Meeting

Journal Editor's Observations on Annual Convention of Department of Superintendence, February 23-28

By A. E. WINSHIP

An Interesting Occasion

THE Cleveland meeting will be remembered as largely attended, with good weather, good hotels, biggest and best commercial exhibits, and an entire absence of factions and political filibustering.

Everything was "lovely," everybody was happy, and while no one saw all the people he wanted to see, he saw many whom he had not expected to see. Anyone who would find fault with anything, anywhere, at any time, simply had an "inferiority complex." The atmosphere was socially and professionally balmy.

The Vastness

THERE were more than five hundred scheduled addresses, including the selected speakers for the breakfasts, luncheons, dinners, and banquets. Think for a minute what this really meant.

Of course it would be absurd to think of reporting these five hundred addresses. We have enjoyed reporting summer and winter meetings of the N. E. A. for forty-three years, but we are too wise to make any attempt to do this for the Cleveland meeting.

Much as the thousands of superintendents and other school men and women enjoyed the Cleveland meeting, it will be a back number by the time we get our reference to that meeting in this issue. Every one is already thinking and talking of Atlanta, some summer school, some touring somewhere.

We are enjoying writing about it within three days of adjournment, and then we will think, and write, and talk of tomorrow, and leave the yesterday to join the day-before-yesterday until we meet at Atlanta.

Progress Was Welcome

THE superintendent of a large and important county said publicly that he has attended every N. E. A. meeting, summer and winter, for fifteen years, and there was more enthusiasm over rural schools at Cleveland than in all the thirty meetings that he has attended in fifteen years.

J. W. McSweeney, superintendent of Elk County, Pennsylvania, had on his group program two women county superintendents. Marie Sorum, Emmet County, who was never on any program out of Iowa before February 27, 1929, made engagements to go to six states within twenty-four hours after she told them about what she has done in four years; and Kate V. Wofford of Laurens County, South Carolina.

Nothing New

THERE was never a program in the sixty years that we have known these national programs in which some one did not suggest something new. There was only one really new thing suggested, and that was by a superintendent who had never been on a national program before, and from a place that few had ever heard of, and most of the superintendents went to hear someone, somewhere who had a reputation, but M. R. Keyworth, of Hamtramck, has made a greater contribution to the creation of a school system that benefits every child, every home, everybody in a city of 80,000 people than was ever dreamed of by any educational philosopher, psychologist, methodologist I ever heard of before 1920.

The Drawing Card

IT IS ALWAYS interesting to test out the drawing quality and quantity of a program, and at Cleveland it was William F. Russell and William C. Bagley who filled the big auditorium until standing room was at a premium.

Of course Bagley always does it. It makes slight difference what he says, for there is always a personal intensity to the way he says it that makes you feel that he is ready "to go to the gates of ——" for the cause he then espouses or the error he exposes. No other man is beloved in the same way that William C. Bagley is.

But this was the first time in a large way that the new Dean of Teachers College had demonstrated the ardent devotion of a wide range of educational influence, and the address on Thursday morning was as keenly appreciated as any one could desire. It established Dr. William F. Russell's professional standing as nothing else could have done.

The Feasting

THE Cleveland meeting was a round of feasting. There was never anything approaching the superabundance of these festivities. They began on Thursday evening, the 21st, and lasted till Thursday noon on the 28th. There was no idle time, morning, noon and night, and one of

these festivities, a women's affair, I believe lasted until the next morning.

On one of these days we were at two breakfasts—there was no fast to break—two luncheons and three dinners.

The only really great address we heard in that revelry of speech-making in seven days was at a banquet of the Vocational Guidance people on Friday evening, the 22nd. They had only two speakers, and Miss Hayes, the toastmistress, was one of the few cases in which the introducing was not overdone.

On that occasion Whiting Williams of Cleveland made the most worthwhile and enjoyable address that we have heard anyone make in more than twelve months. In some early issue of the Journal of Education we hope to give the wonderful line of thought with which he held those banqueters spellbound for thirty minutes.

We did not know there was anyone now who had such a message or anyone who could put over any message like that any more.

We heard Dr. Tigert display postprandial art in good shape at the New York University banquet, but the high spots were at M. G. Clark's Rotary after-dinner speaking, when Dr. E. C. Hartwell made the most ideal ten-minute after-dinner address upon a definite subject that we have heard in months, and Frank D. Boynton told the best after-dinner stories we have heard in years. By the by, Superintendent Clark of Sioux City is as clever a toastmaster as we have ever heard.

Business Management

THERE is no convention that has better business management than has the annual convention of the Department of Superintendence.

This is not superlative nor is it seeking return compliment, but we have known other conventions, for many years, and teachers' conventions without number, and we have never known any team work comparable to that of S. D. Shankland, Harold A. Allan, and the headquarters associates.

We were amazed at the way the crowd was taken care of at Cincinnati in 1925. That was the worst situation we have ever known, but Harold Allan, single handed then, learned that a man can go without sleep, can jostle the fellows he knows, and can always find one more bed.

No one man has ever achieved as much in our experience as Allan did in two days and nights at Cincinnati.

Since then Shankland has had responsibility, but he has had Harold Allan on the job, and there will never be another Cincinnati situation. Those two fellows are on every job even before any city's invitation is accepted.

No matter what is voted in 1929 the meeting will be in no place in 1930 unless Shankland and Allan are convinced that there will be no repetition of the Cincinnati situation.

President Frank Cody

THE unanimous nomination and election of Superintendent Cody of Detroit to the presidency of the Department of Superintendence has high significance. He is in a class by himself professionally and personally.

In the first place no one has ever had a better school system throbbing with progressive vitality in which the intrinsic value of everything is weighed and valued in quantity and quality as it is done in Detroit.

In the second place no other city superintendent has gone before the people of a great state time and again in a state election as a candidate as a regent of the State University, always high man.

In the third place it is quite unique for the superintendent of the fourth largest city in America to have come up from a classroom teacher, elementary school principal, and assistant superintendent to the superintendency, where he has won national honors professionally and officially in the same city.

Finally, Frank Cody has the clearest, brightest, humanest personality we have ever known.

President Boynton

PRESIDENT BOYNTON was a success from every angle. He made a good program, allowed his speakers generous time, and they kept within their time. He maintained the dignity of the occasion without mediocrity. He enlivened it adequately without hilarity. He chose the seventeen leaders of the administrative and discussion groups with unusual skill. In short, he devoted thought to the making of a good program for the entire year.

President Lamkin of N. E. A.

DR. UEL W. LAMKIN of the Northwest Missouri Teachers College, Maryville, Missouri, has demonstrated rare common sense as seasoning for professional devotion, and is rendering unusual service to the National Education Association in various ways at all times.

The N. E. A. needed the resourcefulness of Lamkin to learn how to refuel the machine so as not to break the speed in going from ancient traditions to modern conditions, and he is doing it nobly.

Newest Feature

THE Cleveland meeting will be remarkable for establishing two interesting schemes for professional recognition of educational service.

The Department of Administrative Women, of which Miss Caroline S. Woodruff, Castleton, Ver-

mont, has been president for two years, has created a fund the income of which will provide a highly valuable gold medal to be given each year to the woman who is thought to have attained highest distinction in educational service.

The Association of Commercial Exhibits has also provided a fund the income of which is to provide a medal each year for some one whose educational service has been of exceptional value. The Cleveland meeting had the distinction of awarding each of these medals for the first time.

Fortunately there was no rivalry this year. There was only one person of whom any one thought when the committee of Miss Woodruff's association awarded the Ella Flagg Young medal.

And there was only one person of whom Mrs. Frances E. Clark's Exhibit Association committee thought when it made award, and Mrs. Susan M. Dorsey of Los Angeles received the "No. 1" medal of each of these funds.

Miss Mary McSkimmon, president of the N. E. A. in 1926, made the presentation address for the Administrative Women, and Dr. Randall J. Condon, president of the Department of Superintendence in 1926, made the presentation address for the Exhibit Association.

It is needless to say that Miss McSkimmon and Dr. Condon met their opportunities nobly as well as brilliantly.

For three months Mrs. Dorsey has been incessantly glorified by the Los Angeles Board of Education, by the teachers of Los Angeles and of Southern California, and by citizens of California, and it needed only this professional official recognition to make the glorification complete, and it could not have been more satisfactory in any wise that it was twice one at the Cleveland meeting of Department of Superintendence.

A Noble Sidelight

ONE of the remarkable visions at Cleveland was the arrangement to have Mrs. Cora Wilson Stewart devote her time in the next few months to teaching illiterate mothers.

This was a side show. The superintendents could not face that problem. One of the perils of the American home is the family in which the children read and write, while the mother can neither read nor write.

It is not easy to have children properly admire a mother who can know nothing of remarkable progress with which the children are naturally familiar.

Mrs. Cora Wilson Stewart's high achievement has been revealing to illiterates that ability to read and write opens limitless possibilities. Ability to read and write is of itself no great achievement any more than the ability of a year-old child to take a few steps is a great achievement, but the illiterate adult who can read a single paragraph and can write a sentence has no limit to possibilities.

One illiterate mother is a national disgrace in an age like this, and if the thousands of school people at Cleveland cared to do it there would be no illiterate mother in America when Dr. Lamkin uses the gavel at Atlanta.

Rescue the Perishing

THE great event of 1929 has been the rescue of the helpless and hopeless sailors on the ill-fated Florida. The world is glorifying Captain George Fried, but he says: "It was Manning's job," the second officer who piloted the lifeboat through the mountainous waves to the wrecked freighter. Harry Manning said: "It was the heroic crew that saved them."

There would have been no rescue had not those noble sailors climbed among the wreckage, and one by one lifted the men crippled, clothesless and foodless, and put them safely in the lifeboat.

We could not help thinking of this as we saw Agnes Winn with her classroom teachers' "News Bulletin," and Mrs. Edith B. Joynes, president of the Department of Classroom Teachers of the National Education Association, which has more members than all other educators combined, for they represent the 170,000 classroom teachers who really do the rescuing of 20,000,000 children, lifting them one by one, day by day, patiently, tactfully, heroically, taking them to the educational lifeboat which carries them safely, civically, healthfully, industrially to American prosperity and loyalty.

At Cleveland the classroom teachers had to be content with reminding the dignified captains who give orders that the real S O S call is for attendance at Atlanta. That is where the lifeboat will be manned. That is where educational devotion will be checked up.

President Uel W. Lamkin is the Harry Manning. He will lower the lifeboat into the tempestuous sea. He will face the delegates who will be chosen by classroom teachers.

Olive Jones Explains

AT THE Friendship Breakfast on Sunday morning Miss Jones told that group of intimate friends that an opportunity had come for her to join the faculty of New York University, also to take a leading part in a great humanitarian activity in the section of the city where her school work has started boys on a better life.

Now she can organize and supervise opportunities that will be in position to light the path of the whole family twenty-four hours a day, 365 days in the year, indoors and out, socially, industrially and civically.

Now for Atlanta

THE dress parade has been a success. Now prepare for the real thing at Atlanta, where teachers and real delegates will get down to business.

Achievement and not reputation will be in action.

Those whose professional devotion is measured by personal comfort will not clog the passageway at Atlanta.

It is amusing to see how many "educators" are afraid it will be "uncomfortable" at Atlanta in July. It reminds us of the superintendents who went to Dallas because it was to be so balmy in February. It was the most uncomfortable weather on record. The chances are that Atlanta will have the most delightful weather in the United States when we are there.

We have been on duty in the extreme South every summer for years, and we have often suffered from heat in Montreal and Chicago more than in Georgia or Florida.

Of course, one whose educational consciousness requires personal luxury should swing in a hammock on the Maine Coast reading light literature.

Incidentally

WE HAVE never known any one to meet an educational opportunity and responsibility better than the new United States Commissioner of Education met his at the Cleveland meeting.

There were more than eighty programs.

There were 540 speakers scheduled.

One-tenth of the speakers on one-fifth of the programs were women.

There were 180 *college and university* men and women on the various programs as scheduled on the official program.

There were ninety *city superintendents* and their assistants scheduled.

There were sixty-five *state superintendents* and their assistants.

There were thirty *State Teachers Colleges.*

There were thirty-five *teachers and principals.*

There were twenty *county superintendents.*

The president tried to prevent long-winded men from stealing other fellows' time. The worst kleptomaniacs are those who cannot help stealing other people's time.

When will public speakers learn to look and talk straight to the floor? It is as indecent for a speaker to turn to the right and left as to speak in shirt sleeves and suspenders.

The keynote to the financing of public schools was by the president, Frank D. Boynton, who faced the critics of the cost of public education heroically and skilfully in his presidential message at the first General Session.

Albert Edmund Brown of Ithaca is an institution when it comes to community singing.

Joseph M. Gwinn, president in Boston last year, was heartily appreciated wherever he appeared. The great success in the meeting last year was largely a personal triumph of the superintendent of San Francisco.

We have never heard anyone suggest a better executive secretary of the National Education Association than the present secretary. We have never heard of any aspirant who claimed that he could have achieved more than has been achieved by the present secretary. And there are times when aspirations flourish.

The best single thing done at Cleveland was to vote Secretary J. W. Crabtree a salary of $12,000. For a man to handle half a million dollar budget masterfully should be decently appreciated.

George A. Selke, president, State Teachers College, St. Cloud, Minnesota, made as clean-cut a statement of the national dividends resulting from the investment in education as we have heard. They are spiritual as well as material.

Principles were tamely accepted and prejudices were not in evidence.

Official press service was the best ever, and was less used than ever.

No trace of political scheming.

No suggestion of factions in things anywhere.

No one tried to "whoop up" anything.

There were more and better exhibits than ever.

There was no seat in the main auditorium in which one could not hear as well as though he were in the front seat.

The press made no attempt to do much with any phase of the meeting. About two columns a day was the average. It was as much as the members would read.

"Educational Service" is the attractive title of the Quarterly Bulletin issued by Dean John W. Withers of New York University, and the N. E. A. Cleveland issue was especially informing about the University, its faculty, and alumni.

President Boynton's "Presidential Address" was so definite in the presentation of the subject, "Education: What Program? What Price?" that the officers of the Department of Superintendence had it printed in an attractive twelve-page leaflet for free distribution to taxpayers, other parents, the press, and state, county and city officials, as well as to all school people. Anyone can get this remarkable address for distribution by writing to Dr. S. D. Shankland, 1201 Sixteenth Street, N.W., Washington, D.C.

Geneva had no place on any program, but it was a universal topic of conversation. President Lamkin of the N. E. A. was booster-in-chief.

Even Charl Williams wouldn't tell what President Hoover will do about an "Educational Secretary" in the Cabinet. We suspect the Con-

gressional Committee will not be packed against it as the last one was.

There was no "whispering" foolishness.

The efficiency test of hotels hereafter will be the supply of elevators.

Cleveland has the best combination of location, auditorium, exhibit space, and concentration of hotels of any convention city in America.

Dr. Gwinn's Building Vision

DR. JOSEPH MARR GWINN, who was responsible for the famous success of the meeting of the Department of Superintendence in 1928, made one of the ablest addresses at Cleveland. We must be content with giving his summing up of his suggestions:—

"There are many forces and facts that will influence future school building programs. Among these are:—

"Economic pressure, which may force a curtailment of the movement to expand education downward to include part of the pre-school period and upward to include the junior college and outward to include adult and extension education. Economic pressure may force larger numbers to be taught by one teacher, thereby changing the sizes of schoolrooms, shops and laboratories. It may force the use of platoon and shift devices to decrease the number of school buildings required.

"Social and psychological forces which urge an expansion of education downward, upward and outward causing the schools to assume new and additional responsibilities once borne by the home, the church, vocation and other agencies, are greatly modifying the type of school building required for the new education.

"Discoveries and inventions have produced tremendous changes in society, and will continue increasingly to modify education. Future school-building programs must take account of the new and rapid means of transportation and communication. Recently education has been coming over shorter or longer wave lengths and on the screen. Some fanatics would beat all the schoolhouses into loud speakers and silver screens, and compress a million school teachers into half a dozen broadcasters. If this happens schoolhouses may not be needed.

"A large concern for future school building programs is a proper method of financing. School buildings should be paid for in a manner to make the tax burden as light as possible. Bonding, pay-as-you-go and paying in advance (depreciation plan) are the three ways of financing school buildings. The method best to use will depend upon many conditions. Large school districts with many school buildings and great tax values should probably use the pay-in-advance plan or the pay-as-you-go plan. Small school districts with but a single or a few buildings and with small tax values may have to resort to bonding. There has doubtless been too little use of the depreciation plan and of the pay-as-you-go plan and too great use of bonding. Economy can be served by a greater use in the future of the depreciation plan and a corresponding decrease in the issuance of bonds.

"It is evident that there are many forces from many directions that will influence future school building programs. Determining the program is a difficult problem in the composition and resolution of forces. Nothing short of a thoroughgoing and complete building study can give boards of education and school superintendents a satisfactory solution to the difficult problem."

McSweeney's Program Appreciated

SUPERINTENDENT J. W. McSWEENEY of Elk County, Pennsylvania, dean of county superintendents of the Keystone state, who is serving his thirty-first year, had a program with two famous county superintendents whose achievements in five years have been as notable as those of any university or college professor in any five years of American educational progress.

Miss Kate V. Wofford, Laurens County, South Carolina, has a record of administrative achievement in the transformation of country life by school conditions, which eclipses anything we have known to be done by any one else in any county of any state. In a distinctly rural county she has in five years reduced the number of schools from sixty-nine to thirty-one, eliminating all but three one-room schools, and it will require three county-built bridges to eliminate these. She has accomplished this and innumerable other progressive changes without any social or civic upheaval.

Miss Marie Sorum, county superintendent, Estherville, Iowa, has solved her county institute problem by intensifying the value of the schools to all children, developing personality and prize-winning talent, while serving magically every community in the county financially, socially and civically. She said:—

"Nothing ever comes to any community in our county that arouses greater interest than the annual Boys' and Girls' County Institute. Nothing that approaches this in concentrating the interest of the entire county for the entire year as does our Boys' and Girls' Institute. Can you picture nearly four thousand youngsters in a two-day session with a program of lectures, conferences and demonstrations with their interest strained to the utmost?

"The reason for organizing this new feature of school work is two-fold: First, the need of teaching pupils to think, to concentrate, and to be good and appreciative listeners. Second, the need of an

outlet for the pent-up energy in our youth made through our demonstrations, county chorus work, county band, harmonica band, and school and project exhibits."

Publicity

R. G. JONES, superintendent, Cleveland, host, took time to speak courageously on "A Continuous Publicity":—

"The best medium of publicity for a good school system is a good school system. A clean, adequate schoolhouse in an attractive setting serves to advertise a school system better than any amount of type in the newspaper. Teachers who are well-informed, interesting, and competent, and who are liked by the community, carry with them, in every contact they make, the impression that the school system of which they are a part is worthwhile.

"Good publicity follows in the wake of good administration, which is for the benefit of the children and not for the benefit of the administrator. Give every employe of the school system down to the youngest school clerk full credit for every contribution they make for the good of the system.

"Beware of 'stunt' and 'hullabaloo' publicity. You may be tempted to use it in a bond issue campaign. In the long run a school system can progress only by virtue of an informed, intelligent, and even critical public opinion. Such an opinion cannot be built of tricks."

Preparation for Citizenship

J. O. CREAGER, dean, College of Education, University of Arkansas, clearly and forcefully made a plea for the universities to make adequate provision for liberal citizenship education of secondary school teachers:—

"In a democracy we are perforce dependent upon the political intelligence of the common man. There is plenty of evidence that this common man is rather disappointing not only as voter, but as citizen and law maker. We have set our hands in America to the universal education of our citizenry. We are apparently not accomplishing in this enterprise as good results as we have a right to expect. One of the reasons for this condition is that the curriculum of our schools and colleges has not kept pace with our rapidly changing civilization. The ancient and disciplinary subjects are taught too exclusively and to the neglect of the subjects that relate to the problems of American life. A proper sense of proportion and the needs of our times demand that students graduating from high school and college be far more intelligent and better informed than they now are upon economic, political, and social problems. A survey of the curriculum of 153 arts colleges shows 4 per cent. of the entire four-year course given to the social and civic studies. The percentage is not significantly larger in professional schools of education, due largely to the dominance of the college tradition.

"To remedy this defect it is suggested that the so-called social studies (political science, economics and sociology) be given a larger place in both high schools and colleges. That both secondary and higher education utilize school government and student activities as extensively as possible in securing for students some actual practice in school citizenship."

Adult Education in Chicago

SUPERINTENDENT WILLIAM J. BOGAN gave as great a thrill as did any one at Cleveland, and it was the recital of cold facts. He said that in Chicago the program for adult education is accepted as a major public enterprise. The Board of Education is expending $675,000 yearly to cover the cost of the necessary educational supplies, the operation of twenty-five buildings used for evening schools, and the salaries of 1,065 teachers and principals engaged in this special work. Pupils in adult classes (exclusive of full-time or day-school students) number 108,000 in weekly membership. These students represent the whole span of metropolitan life from club women and business men engaged in the avocational study of dramatic art or public speaking, to Mexican section-hands learning to read and write the English language in an abandoned passenger car in the Santa Fe railroad yards, or a class of scrub women meeting in the scrub women's headquarters of the Chicago Tribune Tower at 10 o'clock at night. Excellent and well-trained public school teachers conduct the classes in all instances.

From a curriculum standpoint the Chicago adult education program tries to articulate adult class offerings with adult life activities. From an administrative standpoint the program articulates well with the existing public day school plant and instructional force.

The School a Public Investment

SUPERINTENDENT C. B. GLENN, Birmingham, vigorously and skilfully called attention to the fact that the public school pays the public:—

"The cost of education in the United States has increased tremendously in the past fifty years. So also has the cost of clothing, housing, travel—and indeed everything that affects human life. The decrease in the purchasing power of the dollar accounts for more than half the present cost of public education. More children in proportion to population are entering school today, and these children remain in school longer and receive a more expensive type of schooling.

"The national income is the combined income of all the nation's people, and so everything which tends to advance individual earnings adds to national income and national wealth.

"The school is not primarily concerned with the increase of money-making power. Its purpose is infinitely broader and nobler. As once stated by President Eliot, the purpose of education is to make a life, not to make a living, though it must be acknowledged it is difficult to do one without the other. The school does, in some measure, fulfill this high purpose. Yet this is not its whole function; no other factor exceeds the school, in all its grades, as a constant and powerful agency in increasing one's ability to make money, hence in adding to the national and individual wealth."

President Elliott

PRESIDENT EDWARD C. ELLIOTT of Purdue University, Indiana, used plain language vigorously:—

"A completely unified and a humanly interlocked educational system is the only reliable guarantee of a united people for our United States. It has taken nearly a century of concerted effort to secure the establishment of elementary education available for all the children of all the people. More and more we are coming to see clearly that our boasted slogan of equality of opportunity and the progressive promotion of the common welfare demand something more than the simple rudiments of learning. The high school has become a fixed and vital part of the common school idea of the nation.

"Our generation has witnessed the raising of the democratic ideal of education by the enlargement of college and professional school opportunities for an ever increasing number of the youth. The inevitable conclusion of the present trend is that the higher training afforded by the colleges, universities and technical schools will come to be regarded as the expected preparation of all of those properly fitted for the responsibilities of complete American citizenship. In other words, the higher educational system of today is to be amalgamated into the common school system of tomorrow.

"Already society is asking, why not the college-trained baker and blacksmith? Why not the professionally-trained policeman as well as the professionally-trained lawyer? Why not, from the standpoint of public health, the scientifically educated dairyman as well as the scientifically-equipped physician?

"The forces of modern life constantly operate to separate humanity into classes. Under these conditions the democratic formula of 'equality of opportunity' is not sufficient to solve the fundamental problem unless there is applied at the same time the essential human formula of 'opportunity for equality.' To accomplish this means that the selection of and training of youth by the higher institutions must be founded upon a right assessment of qualities and abilities other than the merely intellectual."

The Principal's Opportunity

IF ANY criticism of the Cleveland meeting were desirable it would be the slight part given principals and teachers in the five hundred addresses. Bertram C. Richardson, principal of a Boston high school, gave an interesting and enlightening account of one reason why the Boston high schools are better than they ever were before 1920, and are among the best in America. We should state the case more intensely than he did, but his statement is enlightening:—

"He is expected to direct the work of his heads of departments; to set up the ideals and goals to be reached; to see that the creative energy of his teachers is released; to recognize and appreciate good work; and to furnish the right sort of background for the instruction given. This is probably a more difficult way of supervision than any previous way that has been followed. It is one in which values are elusive and the results obtained cannot easily be checked and evaluated. It is a new path in education, beset with difficulties, but it seems to Boston the right path, because it is the path of democracy and the way of service."

Common Sense in Action

NO ONE came out of the Cleveland week with more credit for skilful shots at the centre of the bull's-eye than did the superintendent of Buffalo. We give a moving picture of a few of these target triumphs:—

"A school day, like a school week and a school year, is considerably shorter than any other kind of day or week or year. A pupil is rightfully entitled to one minute per recitation as his individual portion of the teacher's time and effort.

"We have done well in America in the matter of compulsory school attendance, but not so well in assuring ourselves that, once the child arrives in school, he shall receive the competent instruction presupposed by the theory back of the state program of education. The State of New York spends four times as much per student to train horse doctors as it does to train teachers. In many states political considerations have demanded more normal schools than the state ought to support, with the result that none of them are supported adequately. Bureaucracy in the management of these institutions all too frequently has played its part in killing initiative and destroying ambition on the part of the principals and faculties. Superintendents of schools, users of the product

of our teacher-training institutions, have too often been contented with grumbling criticism and far less diligent than they should have been in providing the constructive help which the situation requires.

"We know that the personality and character of a teacher are tremendously important factors in her success; that initiative, resourcefulness and enthusiasm are indispensable to the best teaching, and that without vision the people perish. *Let us advocate as the first item of our program the selection for normal school administrators and faculty only those whose record in the classroom or in the teacher-building field rates high as judged by these standards. We* shall have to modify our present *idolatrous attitude toward advanced degrees* and insist upon the selection of men and women for our teacher-training institutions primarily because of their demonstrated ability either to teach or to train teachers.

"Every year students enter our normal schools who should never be permitted to enter, and every year many students are graduated who should never be permitted to teach.

"The time which students spend in the normal school shall be used in such a way that the graduates of these institutions may be guaranteed to possess adequate knowledge of the subjects which they are required to teach.

"There are state-supported teachers colleges supposed to train elementary teachers which no longer concern themselves with such childish matters.

"Let us have a program which puts first things first, and proceed on the assumption that in providing a young man or woman who expects to teach grade children with a genuine enthusiasm for literature, history, geography, and the other subjects in the elementary field, including music and art, we have laid a sound foundation for culture in that teacher. This enthusiasm can be kindled by instructors who have it themselves, if they are given the incentive and the time and the opportunity to do it. Out of the enthusiasm thus generated ought to come adequate knowledge of the subjects to be taught and a desire to acquire still further knowledge in related fields. Given a sound character, an attractive personality, a genuine love of youth, and a sufficient amount of the right kind of practice teaching, and we are likely to have a superior teacher. Attention, therefore, to these fundamental prerequisites of superior teaching cannot well be over-emphasized.

"Everywhere over the land there is a disposition to measure a teacher's worth not on her classroom performance, her personality, her love of children, or her actual record of accomplishment, but by how many college credits and advanced degrees she has been able to accumulate. It is so much easier to get a degree than it is to be a good teacher. It is so much easier to base salaries on some definite thing like a diploma or a statement of credits from a university than it is to measure what the teacher has actually been able to do for her pupils.

"There are many cities in the United States in which teachers finding themselves inadequately prepared skilfully to do the work before them in the elementary field, are spending their time and money in taking courses utterly unrelated to their present work, and doing it solely because as a profession we are permitting the worship of college credits to be substituted for a recognition of successful teaching. Tradition seems in a fair way to become established that if a teacher desires an increase in salary she must acquire certain college credits or work out a thesis for an advanced degree. Maybe what the teacher needs is a course in how to teach silent reading. Maybe what she would like to take is a course in one of a dozen things not adequately cared for in her original training in the normal school; but unfortunately for her these courses do not possess that sacred thing known as 'college credit' and so this teacher spends her leisure and her money on a course in Elizabethan drama, or the appreciation of Keats, or Egyptology, or Sanskrit, or anything that the college faculties feel like offering.

"It ought to be possible for a teacher to earn her college credits and to do her advanced work with courses that definitely improve her service to the children in her charge. As matters stand today, however, a graduate degree in education is not of itself conclusive evidence that its possessor is a superior teacher.

"We shall get improved teaching in the elementary schools only as we agree on a defensible program of teacher training. As superintendents, we have an inescapable obligation to do our part in formulating such a program, and to give all possible assistance to our normal schools and teachers colleges in their efforts to provide the improved training which the situation seems so urgently to require."

Sanctified Common Sense

FOR many years we have left national gatherings with the consciousness that Dr. Charles H. Judd's philosophy has a strain of sanity, a grasp of human needs, a clearness of vision, a heroism of expression that has been more exalting to me personally than that of any other one educator. His "Informational Mathematics versus Computational Mathematics" is illustrative:—

"Number is useful not merely in the performance of computations; it is useful, also, as a device for arranging ideas. For example, the dates of history constitute a numerical series by means of which the sequence of events may be indicated. When number is used as an instrument for the

systematization of ideas, it belongs in the sphere of what may be called 'informational arithmetic' as contrasted with 'computational arithmetic.'

"The complete mastery of number ideas requires much training. Especially is it true that large numbers are difficult to understand. The purpose of much of the computational arithmetic taught in the schools is to lead up to a full mastery of number ideas. Thus large numbers are often rendered comprehensible by noting the relatively simple factors which when multiplied together produce them.

"The informational aspects of higher mathematics can be illustrated by the statement that algebra trains pupils in the understanding of the equation even though they forget the rules of algebraic computation. The person who denies that he remembers anything which he learned in this course in algebra has overlooked his informational acquisitions such as his familiarity with equations.

"Instruction in mathematics has very often been ineffective. Pupils fail in arithmetic and in algebra in excessive numbers. The reason for these conditions is that mathematicians have neglected a highly important and interesting phase of their subject, namely, the informational phase."

A Master of Finance

DR. GEORGE D. STRAYER has faced large complex city school problems scientifically and heroically, and his address on "Financing the Increased Cost of Education" had the ring of consciousness of the mastery of present conditions.

"There is no doubt concerning the ability of the American people to finance their schools even though costs have increased greatly in the past twenty years. A nation which is able to save fifteen per cent. of its income certainly need not be anxious concerning the expenditure of 2.68 per cent. of its income for education.

"There are two outstanding problems concerning the financing of education. The one has to do with the adjustment of our school system to the needs of those who are enrolled in it. We need to be concerned about the kind of education furnished for the money that we spend. The other major problem has to do with equalizing opportunities for education as between the wealthier and poorer communities throughout the nation. We profess to offer equality of opportunity. This is not done unless in every school system the money invested buys a great variety of opportunity suited in each case to the needs and abilities of the individual boy and girl, the individual youth and the individual adult. We have some school systems that are approaching this ideal.

"Throughout the country these more adequate school systems exist side by side with other schools and school systems that deny opportunity to the

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great majority of those who should profit from education. If the poorer communities are to provide an adequate program, there must be a larger measure of state support provided. Within a single state it will not infrequently happen that one community is twenty times as able to support its schools as is another. In like manner, in the nation certain of our states are very much more able than the others to finance their schools. Not only must we expect a larger participation by the several states in the financing of their schools, but we must look forward to a time when the nation will recognize its obligation to equalize the opportunities provided in education throughout the land."

The School's Responsibility

NEW JERSEY is one of the leading states in the uniformity of up-to-date activities, and Montclair has long been among the leading citizens in the state. Frank G. Pickell, the superintendent, made one of the best presentations of the relation of extension of service to the increase of cost.

"The school has had to enlarge its instructional program to meet the problems arising from the ever-increasing complexities of society, and especially to meet the problems flowing from the massing of population in cities. For the very preservation of city life, for the protection of the lives and morals of children, the school has been forced into the field of social welfare. The state has placed its interests above those of parents by passing compulsory education laws and restricting child labor. The people have realized fully that the school's program must be broadened if all children are to have a chance.

"The unfortunates—the deaf, the dumb, the blind, the crippled, the anaemic, the sub-normals, the destitute—must be cared for, nurtured, educated. The problems of living together and working co-operatively become real. An awakened humanitarianism is insistent upon giving every boy and girl his chance educationally. This is society's best safeguard, and this, coupled with the fact that the state compels the child to go to school, makes it plain that all kinds of educational activities needed to give each child his chance have a place in the school program.

"Community disease is an ever present menace. The schools have their nurses, doctors, and dentists. Is this education social welfare work or paternalism? The schools cannot ignore the attractiveness of life, they must appeal to the interests of child life. The so-called extra-curricular activities are not extra, they are essential to the well-rounded development of interests that will enable the child to live a healthful, happy, and successful life. As the country prospers, the ex-

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pansion in the educational program will depend on how much people really want equal educational opportunity."

High Professionalism

JOHN DEWEY is the one philosophical link that gives the closing year of the third decade of the twentieth century a real thrill of the last decades of the nineteenth century.

He is the only person who could be on any national program this year whose writings captivated all progressive educators forty years ago, writings that have held professional thought for these forty years.

There was nothing more vital and virile in Cleveland than his danger signal on "Waste."

"Failure is the chief source of waste in American education. The elimination of waste, due to breaks and duplications in the joining together of various portions of the school system, depends upon consideration of the process of growth, physical, psychological and moral, of the pupils. Different powers ripen at different rates, and the development of each capacity as it manifests itself should result in achievements which then become tools in the maturing of other powers.

"Waste in education results from failure to observe these principles. One example of educational waste is failure to adapt the teaching of early school years to the normal activities and experiences of children at that age, due to the external imposition of the three R's; others are the uniform four-abreast treatment of school subjects, instead of alternate periods of concentration and remission; the confining of teachers to single grades; the absence of a sufficient variety of teachers in early grades; the tendency to justify existing divisions of the school into separate units.

"The chief source of waste is failure at all stages from the elementary school through the college to utilize the experiences of children and youth gained out of school. Isolation of school from life is the chief cause of harmful isolations within the school. The problem could be best approached as one of continuous differentiation rather than as one of external articulation."

Seed of American Education

PATRICK T. CAMPBELL, principal, Public Latin School, Boston, made the report of a committee which recommended an adequate celebration of the creation of secondary education in the New World.

"In 1630 the first settlers landed at the mouth of the Charles, and there established in the town of Boston the beginnings of the Commonwealth of Massachusetts. It is impossible for us to understand the crudeness of this first settlement on the edge of an inhospitable wilderness cut off by

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three thousand miles of the North Atlantic from homeland, nor can we realize the privations and hardships which these sturdy yeomen, their women and their children, endured in the harsh surroundings of their new home. Despite these hardships and sufferings, anxious that their children might not be deprived of the advantages that had been their fathers', they determined, within five years of their coming, to set up a school—not a dame's school, but a Latin-Grammar School—a real secondary school.

"The Boston Town Records read as follows:—

"'The 13th of the 2nd month, 1635, Att a general meeting upon publique notice . . . it was then generally agreed upon that our brother, Philemon Pormott, shall be intreated to become schoolmaster, for the teaching and maintaining of children with us.'

"Thus within the mud walls, under the thatched roof of the meeting house, was established the first public school in America. Here was born the seed from which has sprung the whole American system of free education. There is, indeed, fair reason to question whether that system ever would have taken on its breadth of range if this school had not been at the very beginning a school for higher education, instead of one confined to the elements of instruction.

"With wisdom and prophetic vision up to that day unmatched in the history of education, the Fathers raised no barriers of religion or of wealth, to membership in this school. Through the Latin-Grammar School they opened wide to every man's son the door of opportunity for securing the best training of the age in preparation for the service of his people and of mankind. It is fitting and in every way proper that this Association of Principals of Secondary Schools, the lineal descendants of the masters in charge of that first school at the foot of the three hills in old Boston, should commemorate in due form and with adequate ceremony, in 1935, the three-hundredth anniversary of the founding of this earliest public secondary school."

The Principal's Personality

ONE of the really charming addresses was by Bessie Bacon Goodrich, assistant superintendent, Des Moines:—

"What kind of person should the principal of an elementary school be? The first quality needed is that of sincere graciousness, a graciousness founded upon understanding, kindliness, and love of little children; the graciousness that sees always the good before it sees the evil. I would have him also able and willing to share all the responsibilities and pleasures of school life with his co-workers—the teachers, the janitor, the children. This attitude on his part would at once insure that his relationship to all these groups would be not that of dictator but of co-worker.

"He should be a lover of beauty. His office would be full of color and in it there would be green things growing. He would have a spirit of adventure which would help him to enter with zest into new undertakings of children or teachers. He would be intellectually honest and morally courageous. He would have time for that intimate, leisurely contact with his co-workers which is necessary if the day's work is to bring the deep personal satisfaction which each worker has the right to expect.

"We are ever in danger of allowing the burden of routine duties to rob us of the sense of joyous work. The Master Teacher, though occupied with menial tasks, kept ever about His Father's business. His spirit illuminated all He did. He remains the Master Teacher because He was the kind of person that He was."

Sharp Shooting

By FRANK D. BOYNTON

CERTAIN "interests" are vociferously denouncing the "teachers' lobby." That teachers should maintain a lobby seems somehow to convey a peculiar shock to their sensibilities. Now just why? There are lobbies and lobbies. Whether a lobby is socially desirable or socially reprehensible all depends upon the motives which actuate it and the methods by which it conducts its business. Every great economic and industrial enterprise, every sort of selfish "interest," maintains at Washington and at state capitals well paid lobbies. Groups interested in tariff revision, in public utilities, in insurance, in a thousand and one industrial enterprises, send their representatives to hover about the legislative halls at each legislative session. No hesitation here about bringing "influence" to bear on statesmen. Lobbying is as legitimate an activity of one group as of another; and thus far certainly the teachers' lobby, so far as there may be said to be one, has avoided the scandals which smear many a page of the record of other lobbies. To the silly argument that because teachers are public servants paid from public funds, the maintenance of a lobby to further their interests is shockingly out of place, it is sufficient to reply that the public also rides on railroads, takes out insurance, buys silks and gasoline, and buys shoes and automobiles as well as education. When these interests abolish their lobbies and keep out of politics, there will be less need of a teachers' lobby to safeguard the rights of childhood and their own.

Responsibility for Efficiency

By KATE V. WOFFORD

OF ALL the tasks of the county superintendent of schools, the training of teachers takes precedence. In the last analysis the effectiveness

of the work of any administrative officer will be judged by the ability to improve the quality of teaching in the classrooms under his supervision.

Not only should the superintendent assist in the improvement of the quality of teaching service, he should see that the teacher, herself, is given a chance for continuous development and growth. Whether the young teacher be trained or untrained the school system in which she happens to be owes her the opportunity of professional growth. Many ways of procedure for such growth have already been established; helpful supervision, institutes, extension courses, study centres, reading circles, teachers' meetings, and teacher participation in the formation of school policies.

In matters of helpful supervision of teachers the county superintendent finds his greatest field of service, and no matter whether the superintendent has one supervisor or many his responsibility does not end in delegating the supervisory program to others. Supervision has developed from early inspection stage to a helpful service never dreamed of by those first responsible for it. The supervisor is no longer a checker and inspector but an understanding friend of teachers whose joyous service is to make available to his teachers the best things in education everywhere.

The only way to bring about teacher growth in service is for the teacher to start growing. The superintendent cannot do this for her, the school system can help but little, and the school community can only sympathize and encourage. Helpful supervision, properly chartered teachers' meetings, and teacher participation in administrative work can be encouraged and partly provided for by the sympathetic superintendent. But there comes a time when all these aids come to an end and the superintendent is helpless. But the teacher, occupying the strategic place between the system and the child, has within herself the power and the glory to make for the children of America a new heaven and a new earth.

The county superintendent of schools of 1929 faces a vastly different world from the one faced by a rural leader fifty years ago. For the past twenty years the rural schools of America have been undergoing tremendous changes. Consolidation of effort in education has become important, and is much more significant than consolidations in other fields, business, for instance. Consolidation of schools is more significant because it involves so many changes in human relationships. Sometimes I think we take the consolidation of schools too lightly. It is a terrible and solemn responsibility for a county superintendent to enlarge school district lines and thereby create an entirely new community, a thing of his own creation which in time can either make or break the future of the boys and girls within it. The county superintendent, especially on a county-wide consolidation program, needs expert advice as much as he can get.

The study goes further than meeting the needs of the county superintendent. It offers help to the local committee men and the teachers on the field in a county-wide program to rejoice in and work toward. There is nothing quite so helpful as this group, informed on a county program, and working, united, toward it. Such unity of work gives an impetus to the work of the country schools as nothing else does. With no other publicity than that furnished by an enthusiastic, informed group of local trustees and teachers, any program, no matter how ambitious, can be made successful.

The study should discover two things; first, to determine educational inequalities; and second, to suggest a feasible plan for meeting these inequalities. The actual solution of the problems involved belongs to the county superintendent.

Oklahoma's proposed "Anti-Whispering" law is one of the noble results of the last election. If a "whisperer" pays a fine of $500 and spends 120 days in jail, which is the maximum penalty, he is likely to whisper less the rest of his life. It is the purpose of "whispering" that bends a man or woman to fine and jail.

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School Problems

Edited by a School Executive

241. How heavy a teaching load should a teacher of languages in a high school carry? (Washington.)

She should have one free period a day, if possible, and this should be absolutely free. It should not be spent in care of study halls or libraries. She should have that period to use as she thinks wisest—resting, perparing work, correcting or any other way—without having to account for it. The high school day is too long to teach continually. A free period gives a teacher a new lease of life and improves her work greatly. It is a wise investment. On a twenty-period week that means a fifteen-period load. Many places give their teachers a seventeen-period load to carry. Three free periods a week are not enough, and are only warranted in an emergency. The free period every day is the best plan.

242. Should extra-curriculum work come in school time and how much time should it receive in a high school? (New York.)

I believe it should come in school time, and about a half-hour a day in an ordinary high school seems to be successful. We are gradually dropping that word extra, and giving credit for the work.

243. Do you think outside employment by teachers detrimental to their school work? (Wis.)

Yes, I most certainly do. Teaching takes all a teacher's working time and energy, and when she takes on outside work her teaching suffers. In many cases it robs her of leisure time which she needs if she is to radiate the joy of living and keep her vision widening, two very necessary elements in good teaching. Small salary is usually at the base of outside work, and is therefore false economy on the part of any community. We should pay our teachers enough so they won't need to seek outside employment, and then see that they don't do it.

244. How much school visiting should a superintendent do? (Nevada.)

It depends on the size of the place, how much supervising assistance he has and how many other things he has to do.

In large cities the superintendent can do very little classroom visiting with profit. He is the great organizer and leader, and the visiting must be done by his assistants. But even in that case education is a very human business, and he must come in contact with the pupils and teachers occasionally if he is to keep the right attitude and viewpoint toward the schools. Only stepping into the schoolhouse and seeing the children can keep him sympathetic with many of the problems he has to meet. In the smaller cities and towns even where there is good general supervision the visiting by the superintendent a few times a year is profitable. It makes for harmony, co-operation, and unity as well as concrete educational progress.

In the smaller place where the superintendent has to be supervisor as well as administrator the more time he can spend in the classroom the better. Unless he can get around to the teacher often he can do little to guide her in studying her problems, making and working plans to meet them and checking results, which is real supervision. I know a small city where the superintendent is required by rule to visit every teacher twice a year. No supervision there. I know a town where he is required to visit every classroom every month. I see many difficulties and weaknesses in carrying out any such arbitrary rule as that. It is the old story of studying local needs and meeting them. There can be no blanket answer to your question.

245. Should women teachers be chairmen of political committees? (Mass.)

I see no reason why they shouldn't. I know some school boards think they shouldn't and some think they should, but the fear of those who think they shouldn't is that politics will get into the schools. None of us want politics in the schools in the old way; in the way, for instance, that affects election of teachers or superintendent, or the buying of materials. In but the rarest case that danger is past. All our people are too vitally concerned with our schools to let any political party or group profiteer at the expense of our children. Now as for politics getting into the election of our school boards—they are in. In many places candidates are endorsed by political committees and run on party tickets. That fact has to be faced, and it is very interesting in view of that fact to see a school board rise and say a teacher shall not serve as chairman of a political committee.

I notice your question says women teachers. Well, maybe the word women is the hitch. Not long ago a school committee man told me: "Women talk too much," and the other day I saw a play called "The Gossipy Sex." I leave you to guess which sex. So there you are!

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The First Glassmakers—I

Many, many years ago some roving traders beached their high-prowed ship on a Phoenician shore and encamped for the night. They had come a long way over rough water and were weary in limb and soul-hungry for the feel of the earth beneath their feet.

In order to celebrate their safe landing they dragged together all the driftwood in the vicinity and built a huge fire, whose flames rose like tongues into the clear air.

In the morning one of the traders rose early. In order to cook his meal he raked into the heart of the cinders for a place where the coals were still alive. As he thrust his staff here and there among the coals he heard a faint tinkling sound as though he had struck metal. Being a trader he was at once interested. Carefully raking away the ashes he uncovered a droplet of pure shining glass. The heat of the great fire had melted the lime and sand of the sea beach, creating for the first time that wonderful substance that was destined to play such a vital part in man's development.

The trader turned the large droplet of glass over and over in his hand. The sun made it glitter like a beautiful stone. The trader's mind ran back to a Chinese junk that he had seen many hundreds of miles away to the East.

On the deck of the junk he had seen beads of amber, as clear as this thing he held in his hand, and curious forms carved out of jade which the Chinese merchants valued at a great price.

The trader bent over the ashes once more and in an hour had collected a handful of large, clear drops that glittered as he moved them in a most beautiful and wonderful way.

(To be continued.)

The First Glassmakers—II

Being a man of wisdom, through bitter experience, the trader put the glass beads into his pocket and carried them off to a distant priest who was wise in all things. The priest heard the man's story and examined the beads. "My friend," he said, "you have hit upon a wonderful discovery. Come, you and I shall go back to this distant shore. I wish to see what kind of sand is to be found in that place." When the trader and the priest came at last to the beach, the priest built for himself a small oven and using the charcoal left after the great fire, heated the sand until it melted in a clay crucible. When the mass had become like water, he put in a brass rod and drew it forth. Of course the glass stuck to its end and came forth as a slender, beautiful rod of crystal clearness. The priest lifted up his eyes. "Friend," said he, "the spirit of prophecy comes over me. In my spirit's eye I see many, many, many things resulting from this discovery. The years will roll away and this substance will be held in human hands and lifted to human lips full to the brim with that which man shall drink.

"Again the years will roll and sheets of this precious stuff will be placed in the walls of man's houses, letting in the beautiful and healing light and keeping out the bitter winter's cold.

"And again the years will roll and a man of high intellect will take a disc of this substance and with it, as by a magic means, bring the stars closer to the earth. By means of the wonders that it holds, the heavens shall not remain so far away as they are this day.

"Again the years will roll away and another intellect will place a disc of this precious thing before the sun and, behold, the sun's heat will be drawn down to a point so hot that fire will burst forth at the very touch of it. And yet again the years will roll and another intellect will peer through this wonderful gift of God into the hidden secrets of the things about us, seeing things no human eye has ever seen and finding answers to riddles which, unaided in this way, no mind could ever solve.

"And yet again the years will roll, and another intellect will find in a prism of this precious substance all the colors of the flowers and across the gay field of the colors, drawn in faint lines, the secret of the substances of the stars. And yet, once more, the years will roll and another intellect will house a simple filament within this wondrous stuff and lo! light will burst forth from it, even as it is now reflected from its sides.

"So has it come about, my friend, that this day the all-wise mind of the Supreme Being has placed within our grasp a secret which will transform the life of man, giving him knowledge both of the high and the low, the mighty and the small, filling his home with the sun's glory and his mind with the brilliancy of new ideas; lighting his path in darkness both of the world about him and the world within his breast."

The old priest held a bead of the glass up to the sun. "Hail," cried he, "thou beautiful and helpful creature, stored in the sand and lime of the sea beach for countless eons waiting for this fateful day to dawn."

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The Cage and the Nightingale

I

In a distant country, many, many years ago, lived two cousins who loved each other very dearly. One was the keeper of a rich man's hunting lodge. His duties carried him through the heart of the great forest and the open glades that let in the sunshine, and along the beautiful streams that ran swiftly down from the hills. Being alone a great part of the time, this man cultivated the acquaintance of the wild life around him with the result that many of the timid creatures of wood and glade came at his call and showed no fear of him. One day as he walked abroad he came upon a nightingale lying dead on the leafy floor. He looked about him and soon discovered a nest with two baby birds on the verge of starvation. Very gently he took down the nest and carried it home and fed the birds worms which he dug from his own rich garden soil. The fledglings grew until they were able to fly, but instead of flittering off into the depths of the woods they lingered near the keeper's house and ate from his hand and sang their beautiful songs morning and night from his window sill.

Seeing their love for him the man went down to the stream bank and cut long willow wands from which he wove two cages. These he set up on the sunny side of his house with their doors always swinging wide open. As winter approached the keeper watched his nightingales anxiously. While he loved their cheery songs and the sight of their fluttering wings he dreaded to have them linger too long before taking their southern flight. At last, when he saw that they intended to remain with him during the winter months, he took the two cages into his house and hung them up in the silver sunshine of a big window space.

It happened that the keeper's cousin was a woodcarver. He bent all day long over a piece of wood, chipping here and cutting there until a hidden beauty took form within the shapeless mass. Now he brought forth an angel's head and now the hand of a Madonna, and now a cup richly carved with beautiful figures dancing, finger tip to finger tip, around its bowl. The keeper thought of his cousin, bending over his lifeless blocks of wood and wondered if the beauty and life and

song of one of the nightingales would not add color and glory to the day's task. With this hope in mind he sent him one of the willow cages in which was housed one of the precious birds.

"My dear cousin," he said, "set the cage in the sunshine and the little bird will translate it into song and in turn you will translate the glory of the song into some inspired piece of carving."

When the wood carver first took the cage into his hands his eyes fell upon the cage itself and did not penetrate through the rough, slim rods into the heart of it where the bird stood and looked at him.

"What a crude cage," he said to himself. "What an ugly home for a song bird. I shall take time off this very day to make a new home for my bird. I shall carve each spindle out of walnut and place on each some beautiful design and I shall decorate the top with feathered wings and the base shall be turned out of a maple root. What a joy I shall get making a worthy home for this little brown bird that my cousin has sent me."

So saying the wood carver hung the willow cage in the sunshine and began to make immediate plans for building the new cage.

(To be continued.)

The Cage and the Nightingale
II

Now the nightingale was used to the attentions of the gamekeeper. A half hour at a time his old friend would talk to him through the bars of the cage; now and then he would whistle a gay tune and the bird would cock his head on one side and listen and then try to imitate the tune, and when feeding time came, the seeds tasted better when picked out of the keeper's palm, but now the wood carver had no words for the nightingale. His thought was ever on the cage; he came near merely to measure here and measure there, his eyes never entering the cage itself but always roving over its outsides. No cheery whistles stirred the little bird to flutter his wings, no seeds were offered to him on the palm of his new master. As a result the spirit of the nightingale drooped and with it drooped his wings and his tiny head and his eyelids until at last he tumbled down from his perch and lay dead, with his little pink claws clutched above him.

So earnestly did the wood carver toil at the making of the cage that it was several days before he noticed that the bird was dead.

"Alas," he cried, "just when my beautiful cage is finished my bird has died. Now what shall I do? It is useless and foolish to hang an empty cage up in the sunshine. Perhaps where this bird came from there are others. I shall take my cage and go to my cousin's and find out."

Long before the wood carver reached the home of the gamekeeper he heard the high, clear singing of a bird. It was a beautiful warm day, and the keeper had set the willow cage of his nightingale out into the sunshine that the bird might get benefit from the fresh air.

There was joy and uplift in the sweet singing that the wood carver heard. He paused and listened. Being an artist himself, he could enter into the spirit of another artist. At last, when he came to the garden of his cousin and saw the source of the sweet music, he was surprised and stood by the crude cage a long while. In his right hand he held the wonderful cage that he had made. As he stood there his cousin came out to greet him.

"Welcome," he said, "dear cousin, what fortunate thing has brought you here?" "Alas,' said the wood carver, "the bird you sent me died before I could finish this grand cage for it." "That is strange," said the keeper, "Did you hang it in the sun?" "I did." "Did you feed it well with the seeds I sent you?" "I did." "And you gave it fresh water every day?" "I did." "And the air was good and wholesome in your house?' "None better in the world," answered the other. "It is strange, then, that it should have died, for with plenty of sunshine and food and water and air, it was supplied with everything needed to keep it alive."

As the man spoke he opened the gate of the cage and let the bird hop on his finger and so drew it forth. The bird fluttered its feathers and chirped happily; then the man took a palmful of seed out of his pocket and held it up and the bird ate greedily.

The wood carver stood watching all this with perplexed brow. "I begin to see, now," he said, "wherein I failed. Dear cousin, I was so intent on the making of the cage that I had no time to lavish love upon the bird. I see now that it is not by sunshine and air and water and food that even birds live, but by these and that other unseen, but powerful aid, companionship and love."

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Ringing True

A teacher was once beside herself with worry. Apparently, in spite of all she could do, many of her children gave evidence of having many character lacks; some were thoughtless of others; some were careless about their appearance or their work; some were deceitful and some were so ambitious to get high marks that they were willing to resort to any sort of trickery.

One night as the teacher ate her evening meal a glass of water was placed before her. She noticed that the glass seemed to have a hair-line crack in it and yet she was not sure. She held it up to the light and finally, when she had emptied it, tapped it gently with a spoon. As she expected only a dead metallic sound was given forth. She tapped a sound glass standing near. A beautiful, clear, silver note burst from it that seemed to sing in the room like a strange bird.

The next day the teacher carried the sound glass and the cracked one to her classroom. She set them where all could see.

"Now children," she said, "a character lack in a man or woman is like the crack in this beautiful glass before me. It prevents the glass from ringing true; it weakens it; it destroys much of its usefulness; and robs it of much of its value. Now listen! Are you this? (She tapped the cracked glass) or are you like this?" (She tapped the sound glass.)

That was all the teacher ever said about the glasses, but now and then when she noticed a child slipping in his behavior she reached forward and gently tapped the sound glass. Its sweet, clear, penetrating singing did more in that class than a thousand sermons and a million words of advice.

EDUCATION IN ACTION

May Lift Mail Course Ban

Correspondence courses may, after all, be permitted to continue as suitable training for public school teachers in Pennsylvania. Recently the State Council of Education decided, in generally raising the requirements for teacher preparation, that courses offered by mail were not sufficient. Notice went out that after 1932 correspondence diplomas would not be honored in granting teaching certificates. Immediately a protest arose from the rural districts and so the council appointed a committee to study the question. Decision to make a survey was made with the indication that if, at the end of a year's investigation, there seemed reason to do so, the ban may be dropped. The complaints were from teachers who said they found it impossible to procure additional training except through the correspondence schools. Many teachers in rural communities are employed on probation, the state's requirements being that they raise their qualifications yearly, and some complained that they would lose their jobs unless permitted to continue their mail courses.

College Girls Reap Harvest in Summer

That Smith College students do not regard the summer vacation as wholly recreational was revealed in a recent survey of their earnings during the summer. Assembling radios, hairdressing, picking strawberries, office work, housework, factory work, religious and social work — these are a few of the twenty-eight occupations which earned for 220 of them a total of $20,954.44. This is the largest sum recorded for the summer earnings of Smith students. The amount earned by each student varied widely according to the different occupations and according to whether the students were seeking experience or remuneration. The most popular or most easily obtained positions were office, factory or department store work, waiting on table in summer hotels and acting as camp councilors.

Proposes Separate Education Department

Representative Robison of Barbourville, Ky., a member of the House Committee on Education, has introduced a bill in Congress that proposes to establish a Department of Education "to aid and encourage the public schools and promote the public educational facilities of the nation . . . without impairment of or infringement upon the laws, rights, duties, authority, or responsibilities of the several states, territories, and the citizens thereof, with respect not only to the public educational agencies and institutions, but likewise as to the private educational institutions and agencies in the several states and territories." Other provisions of the bill would provide for a secretary of education at a salary of $15,000 per annum, and an assistant secretary of education at $7,500 per annum, transfer the Bureau of Education from the Department of Interior to the Department of Education, authorize an appropriation for the fiscal year ending June 30, 1930, and thereafter, annually, of $1,500,000 to be at the disposal of the proposed Department. In order to establish more efficient school systems, devise better methods of organization, administration, and financing, develop better types of school buildings, and improve methods of teaching and develop more adequate curricula, the bill would direct investigations to be undertaken "in (1) rural education; (2) elementary education; (3) secondary education; (4) higher education; (5) professional education; (6) physical education, including health education and recreation; (7) special education for the mentally and physically handicapped; (8) adult education, and (9) such other fields as in the judgment of the Secretary of Education may require investigation and study to promote generally the welfare of education throughout the United States and its possessions."

Virginia Students Seek 275 New Scholarships

Applications are being received for the new scholarships and fellowships, approximately 275 in number, recently created by action of the rector and visitors of the University of Virginia, according to announcement of President Edwin A. Alderman. These scholarships and fellowships, which range from $200 to $2,500, have been made possible by the use of half the income from the gift to the university of more than $5,000,000 by a generous, but anonymous alumnus. Approximately 192 new scholarships will be available to undergraduates in the college, law, medical, engineering and education departments. In the department of graduate studies there are to be eighty-three new fellowships. Fifty of the new scholarships have been set aside for first-year students who are graduates of accredited public or private schools. Of these twenty-five will pay $200 and twenty-five will pay $300. Awards are to be made upon recommendation of the school principals to students who rank in the highest tenth of the graduating class.

German Students Changing Professions

A surprising increase in the number of university students in post-war Germany is reported in a summary of the condition of higher education there. In the summer semester of 1927 there was an enrollment of 72,000 students in the German universities. This was an increase of twenty per cent. over the enrollment of 60,000 which was reported for the winter semester of 1913-14. There are now 2,100 students of evangelical theology, as compared with 3,875 in 1913, and 1,600 students of Catholic theology, as against 1,900 in the same year. There are now only

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8,500 medical students, whereas in 1913 the universities reported an enrollment of 15,500 under the medical faculties. Chemistry increased from 900 to 2,300; philosophy from 12,300 to 13,000; political economy from 2,300 to 6,700, and law from 9,800 to 18,700. There has been an increase of 10,000 students in the eleven large polytechnic institutes, indicating the interest of the younger men in scientific careers.

Strict Dance Code Is Issued

These are the rules that Principal Lewis P. Slade has ordered observed at all New Britain, Conn., high school dances: 1,The young woman is not to have her arm beyond her partner's side. The young man's arm should be above his partner's waist. 2, Face-to-face dancing is avoided. 3, The practice known as "shimmying" is avoided. 4, Dancing that is confined to a small portion of the floor is avoided. 5, The practice known as "cutting in" is forbidden. 6, Young women remove their hats before going on the dance floor.

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TREND OF THE TIMES

AMERICAN CITIZENS residing abroad number more than 392,668 according to figures compiled by the State Department. The total includes only those whose residence abroad has a permanent or semi-permanent character and excludes tourists and all others whose sojourn abroad is considered only transitory. Canada, with 234,147, ranks first. South America has 12,136, Europe 77,063, Mexico and Central America 19,614, and Africa 3,673.

CANADA'S harvest last autumn was gleaned with the aid of some 8,500 British unemployed from the mining districts and industrial centres, and the Dominion is still assimilating the miners. Of the number who went out, 6,876 returned to England. But of this number 1,819 either made good in Canada or intend to go back. A total of 1,573 has remained in the Dominion. After the harvest was over they found winter employment on farms.

IN HOME-RULE agitation in Scotland recently it was brought out that "in Glasgow today there are more Englishmen than there are Scots in London," and that thirty per cent. of Edinburgh University professors are from south of the border.

JUST ONE CENTURY ago the competition for traffic on the stage coach lines between Boston and Providence became so keen that passengers were carried free and provided with a dinner and a bottle of wine each.

RUBBER reclamation, begun two years ago, resulted last year in decreases of from six to thirty-two per cent. in different sorts of crude imports, and the production of 330,435,000 pounds of reclaimed material by thirty-seven factories—a new business of above $27,000,000.

MODERN INDIAN is far from being the physically perfect specimen of savage days, in the opinion of a clinic among the Indians of the Klamath reservation in Oregon. The composite picture of the Indian shows an individual about twenty-four years old, overweight, well dressed, speaking correct English and living in a four-room house. His teeth are badly decayed. He has a one-to-five chance of having impaired vision, a one-to-eleven chance of suffering from heart disease.

EUROPE has been getting our early winter snow quota. Until recent weeks Portugal had not seen a snowstorm for fifty-eight years. Two generations or more had not put in fireplaces, even, for they had never felt a temperature below fifty-four degrees.

LOCOMOTIVES are so far from giving up in deference to gasoline motors and oil-burners that in some countries they are adding more cylinders, and Chile, Ecuador and the Argentine have ordered the powerful snake-type with boiler set between two articulated engine units.

AMERICA'S current demand for color, speed and style has now extended to motor trucks, and manufacturers have decided that it is not a whim but arises "from a sound economic basis"—like other advertising.

EDITORS of the new Oxford Dictionary are surprised that they can find no use of the phrases "bedside manner" and "blessing in disguise" dated earlier than 1907.

EVERY TIME two companies merge, one less manager is needed, declares Roger Babson. "Mergers are coming thick and fast. The tendency will be to reduce the number of executive jobs. White collar men will have to hunt harder for work. While this reduction is taking place in the office force, there is another cut in the number of workers in the factory, for a different reason—the continued development of automatic machinery," he says.

AMERICAN RAILROADS spent $1,400,000,000 for materials and supplies and $722,000,000 for new equipment, additions and betterments last year. According to the Erie Railroad Magazine, last year's outlay was the equivalent of $78.60 for every family in the United States. More than 4,000,000 persons are employed by the railroads.

ARCTIC POLICEMEN of the Royal Canadian Mounted Police stationed at posts on the islands and mainland in the Eastern Arctic subdistrict carried out more than 7,500 miles of patrol last year. A number of important geographical discoveries were made during these long patrols, a census of the Eskimos in the areas visited was taken, game conditions were noted, and medical and other assistance was provided when necessary.

The BOOK TABLE

THE NEW WORLD PROBLEMS IN POLITICAL GEOGRAPHY. By Isaiah Bowman, Ph. D., director of the American Geographical Society of New York. Fourth Edition with 257 Maps. Cloth. 800 pages, 6 by 10 inches. Yonkers-on-Hudson, New York, and Chicago: World Book Company.

That the people of the United States by a vast plurality appreciate in a general way the marvelous advance of the United States has been adequately demonstrated, and President Coolidge has specialized the magnitude of the achievements and the ways and means by which they have been attained, but there is urgent need of having the youth of the Americas saturated with vital facts in "The New World," which is a vigorous presentation of reliable information regarding the fabulous industrial, commercial and civic recreation of the World since 1920.

The presentation is so vivid that it grips the reader irresistibly, and the impression will be permanent.

"The New World" ripens the more or less green fruit stage of general knowledge. In the very nature of the case the "hard, sour, puckery" green fruit stage breeds various pests of human nature because the unripeness bids for unbelief that richness and flavor can come from such conditions, but Dr. Bowman harvests the progress of the last decade, and all that is needed is the marketing of it with the youth who are to be "The New World."

THE QUESTIONNAIRE IN EDUCATION. A Critique and Manual. By Leonard V. Koos, University of Minnesota. Cloth. 178 pages. New York: The Macmillan Company.

There is need of a sensible defence of the questionnaire such as Professor Koos has prepared.

Questionnaires should not be condemned merely because of abuse sure to result from opportunities for any one to exploit himself, an institution or organization at the expense of several hundred uninterested or unimportant professional persons.

A questionnaire is permissible when it is authorized by recognized authority, when it is sent only to those who are personally or professionally interested in the result of such a questionnaire, when it is not an officious intrusion upon the time of those whose time is of high personal or professional value.

There was never a time when every professional person has so many demands upon his time as now. There is no one who can do what he is expected to do as well as he is expected to do it. Any demand that he do anything at the request of any one is officious unless attention thereto is of greater value to the profession than what he is doing.

On the other hand there are questionnaires that awaken one's interest in something to which he has given no attention, but which are of much more importance personally and professionally than the in-the-ruts thinking to which his time has been given.

There can be no question but that the tendency to stir up interest in new lines of inquiries is of inestimable public service. This makes Professor Koos's book a real contribution.

ELEMENTARY ECONOMICS. By Thomas Nixon Carver and Maude Carmichael. Revised edition. 588 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Dr. T. N. Carver of Harvard is a recognized authority on economic questions, and has associated with him in the preparation of this school text Miss Carmichael, as skilful in making knowledge salable as Dr. Carver is in providing the statesmanship of the subject.

Dr. Carver always thinks in large units and views them from the human angle.

The authors well say "there never was a time when persons needed to think so seriously about the problems of national welfare as at the present. It is plainer than ever that the problem of national welfare is an economic question, that is, a question of economizing. It is the purpose of this book to examine the economic foundations of national welfare and to point out some of the simpler and more direct methods of strengthening these foundations, to the end that our nation and all nations that aim at democracy and justice may prosper more and more.

"The time to begin studying this subject in a systematic manner is when we first begin to think about public questions,—that is, in early youth, for youth are thinking about public questions and we could not stop them even if we wanted to. Much time is lost and much loose thinking results from postponing this study too long. Opinions are formed too hastily and with too little information, and when once formed they are hard to get rid of."

The authors say: "We have tried to supply all the special aids that could possibly be of any use either to pupil or teacher. These special aids are placed both at the beginning and the end of each chapter, and in the text itself. At the beginning of each chapter we have placed (1) a topical outline, (2) a list of words to be defined, and (3) a list of the main points made in the chapter. These we have labeled 'Points to keep in mind in the study of this chapter.'

"At the end of each chapter we have placed (1) a list of exercises and problems to test the student's ability to use or apply what he has learned, (2) topics for investigation and report, and (3) references for further reading."

THE AMERICAN NORMAL SCHOOL, ITS RISE AND DEVELOPMENT IN MASSACHUSETTS. By Vernon Lamar Mangun, University of New Hampshire. Introduction by William C. Bagley. Cloth. 442 pages, 6 by 9 inches. Baltimore: Warwick and York.

It would be impossible to adequately appreciate the value of this study. It has invaluable material much of which has never before been available. It has detoured whenever there were obstacles that were more interesting than important, it represents unusual discrimination as well as illimitable patience. It brings the development of the Massachusetts State Teacher Training down to date, which is much more important than it is generally thought to be. It has been as difficult to rescue an institution like this from the tyranny of prideful traditions as it was to rescue public schools from the inertia of indifference.

This is one of the few books on American education that can be commended without any reservation whatever.

THE HIGH SCHOOL. By Walter S. Monroe and Oscar F. Weber, both of University of Illinois. Cloth. 511 pages. Garden City, New York: Doubleday, Doran and Company.

The authors are well equipped to prepare a book to be studied by prospective high school teachers and eliminate much other matter which is merely traditional and is included in such text because previous authors have included it. These authors have convictions and dare to let their convictions be their guide in preparing a text for this special purpose. It is a message with a mission.

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Books—From Manuscript to Classroom

The John C. Winston exhibit at the Cleveland meeting showed all the important operations in the making of a book, from molding the type to making the covers.

The offer of the John C. Winston Company to supply the film without charge to schools having a projector for standard 16 mm film is meeting with a ready response. A postal card distributed at their Cleveland exhibit brought requests for the film from all sections of the United States. The interesting subject and the high educational calibre of the film are appealing to school men and women everywhere.

To Study Health Plan

Newton, Mass., has achieved such results in improving the health of its school children by the use of a "school health plan" that one of the largest industrial insurance companies has made a study of the plan and is disseminating the results of that study from its home offices in New York to superintendents of schools throughout the country and others interested. The point emphasized by study of the Newton plan is that the health of the pupils can be improved through the intelligent co-operation of school authorities, local physicians, women's clubs and civic bodies, including chambers of commerce, boards of trade, Rotary and Kiwanis Clubs, the pupils themselves and their parents. The Newton plan is attracting the attention of educators and others by the way the health of pupils is made an integral part of the pupil's regular studies. The co-operation of parents is enlisted, one of the measures being a Nine O'Clock Club. To remain a member of this the pupil must have gone to bed the night before at 9 o'clock. The need of the body for certain foods is another lesson taught. There are periodic examinations of pupils, which their mothers are invited to attend in order to learn the needs of the children as set forth by a child specialist.

Pupils Make Scrapbook

"Glimpses of the U. S. A.," is the title of a scrap book containing 200 pages and measuring 30 by 18 inches, made by the pupils of the intermediate grades of the Augusta, Maine, public schools for the American Chamber of Commerce at London, Eng. This book will be taken by Dr. Augustus O. Thomas, president of the World Federation of Education Associations, to Geneva, Switzerland, for exhibit at the sessions of the federation this summer and then will be entered in the exhibition of international educational work in London. The book consists of both original work and clippings from magazines and newspapers and demonstrates the skill of the pupils in selection as well as in original work. The pupils not only provided the material for the book, but did their own binding.

Free Teacher Who Paddled

A teacher has the same right to punish a pupil as a parent has a child. This was the statement of Judge Cameron of Indianapolis in giving a decision dismissing assault and battery charges against Homer G. Knight, principal of school 24 in Indianapolis. Knight was arrested on an affidavit sworn out by Mrs. Ida Canter, whose son Jesse, age twelve, had been paddled for disobedience. "Within the bounds of moderation," the judge said, "a teacher may inflict corporal punishment. It is the consensus of judicial opinion that a teacher within the limits of his jurisdiction has the same right to punish a pupil as a parent has a child."

Declares Youths Improve

Liquor, petting and gambling have been almost entirely wiped out at the University of Washington, Dr. M. Lyle Spencer, president, told a student assembly in complimenting them upon their co-operation since last October, when he asked these "nuisances" be abated. "I've had only a few complaints come to me," Dr. Spencer de-

clared, "and newspaper headlines, such as 'University Boys Caught in Raid,' have not recently appeared. The co-operation the boys and girls have given me is indeed encouraging. I gave them their problems to work out and they have done it."

Cost of European Education

In England and Wales the board of education estimated for the year 1925-26 an expenditure of £58,250,000 on elementary education and £12,000,000 on higher education.

The older countries of Europe are generally setting apart the greatest sums for debt service and national defence, and education comes third in the list. However, in the Netherlands the largest single item in the budget is for education; in Norway it is second, after debt service; in Sweden, second after defence. In France, Italy, Denmark, and Hungary education is third; in Bulgaria it is fourth.—From School and Society.

Music and Citizenship

The object of teaching music in the schools is not to make musicians, but to make better citizens; and to this end each child must be developed physically, emotionally, and intellectually. If he is over-developed physically he tends towards the brute. If he is over-developed emotionally he becomes a crank. If he is over-developed intellectually he becomes a cad. But if he is evenly and equally developed, physically, emotionally, and intellectually, he becomes a well-balanced individual. Outdoor games, gymnasiums, and the like develop the child physically. Reading, writing, arithmetic, geography, and so on, develop the child intellectually. And it is left to music to develop the child emotionally. It is easy to understand the growing importance of music in the school curriculum in developing responsible citizens. — From The Phonograph Monthly Review.

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